

**GUIDELINES FOR REVIEWING
A CORE READING PROGRAM RUBRIC
Smarty Ants Reading World Program
Grade K - 1**

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the “x” within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations*(For any indicator receiving a 0, comments must be provided justifying the score.)*
- Record the total score for each area in the final row for the section.

Smarty Ants comments shown in red.



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INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is there empirical research on this program’s efficacy?	X	X	X	X	X	X	X	1	The program has been evaluated using a controlled experimental trial with 415 students in a mid-western school district and showed positive gains for children. *see attached report or view online at www.smartyants.com
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the	X	X	X	X	X	X	X	1	



teacher manuals, references, and reliable websites)?										
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	Students do read stories on their own, these stories are read at the end of each lesson, and in the level check, which appears at the end of each lesson, they answer questions. Including word recognition questions and comprehension questions. Students also answer comprehension questions to the authentic children's literature that is read to them in the Story Game Show.	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	0	We have via the interactive teachers' guide available on the dashboard, printable and online resource pages with guided writing activities. In the Story game show, authentic children's books such as Owl Babies, the Maisy series, and Houndsley and Catina Series are read to the students and by students and they then answer comprehension questions, so listening comprehension is addressed. Oral language is developed via the songs and Coach in the game often tells the child to orally repeat after him. The online interactive guided practice activities are found at the end of each lesson and after every 3 letters in Lessons 1 and 2 and they include oral language development with the child doing activities where they repeat sentences orally, practice reading aloud and read conversations aloud.	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	1	Smarty Ants Reading World provides a complete scope and sequence to reading skill development both in the program introduction on the online interactive teacher's guide, the scope and sequence provided to IN DOE and in the correlations to state standards.	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1		
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1		
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	There are more complex sentences in later lessons. Second grade curriculum Lessons 70 + have chapter books.	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1		
10. Is there a clear and logical organization to the lessons in:										



the order and procedures of each day's lesson?	X	X	X	X	X	X	X	0	Yes there is, the front matter to the TG explains the clear order of each lesson beginning with letter sounds, word building, word matching, story building, story matching, etc. Each lesson is provided a strong systematic – logical order.
the inclusion of all necessary materials?	X	X	X	X	X	X	X	0	We include all materials – reviewers will need to review the online program to view all of the strategies and materials that are included in the program,. Fir ex. Smarty Ants provides workbooks pages, interactive videos, interactive songs, stories, printables of the resources cards to use for group work. Smarty Ants does provide all necessary resources including parent letters to print,, diplomas, graduation certificates, etc.
	X	X	X	X	X	X	X	0	See Teacher's Guide (TG) for consistent format to each lesson the consistency of each day's lesson format?
	X	X	X	X	X	X	X	0	Smarty Ants Reading World builds into each level and lesson of instruction the components of reading *see the Smarty Ants Reading World TG addressing the components of reading every day?
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	0	Each Smarty Ants Reading World lesson and game play each day includes direct, explicit instruction from Coach via teaching videos. These teaching videos are also provided on the teacher's dashboard so the teacher can use them to provide supplemental direct instruction.
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	0	Smarty Ants Reading World provides a strong and consistent structure to student implementation through the scope and sequence and scaffolded supports within the program. In addition the Smarty Ants Reading World TG provides implementation strategies for whole group, small group, and 1:1 instructional needs.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	0	Smarty Ants Reading World utilizes the research on "Coviewing" from the Joan Ganz Cooney Center. The program provides explicit strategies which enables teachers and parents to have frequent interactions with students utilizing the program. Including interactive teaching videos, auto teaching videos, student created songs, stories, Daily Woof – which highlights student achievement, graduation diplomas, etc.)
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	0	Each Smarty Ants Reading World lesson and game play each day includes direct, explicit instructional strategies (see provided instructional sequence including correction sequence) from Coach via teaching videos. Each



									<p>lesson provides explicit instruction, practice activities, warm up activities and students can access additional assistance at any time through the learning activity. Hundreds of Interactive online resources are also provided on the teacher's dashboard so the teacher can use them to provide direct instruction for whole group, small group, or 1:1 instructional strategies. Also see the navigation bar sequence for instruction enclosed. (lesson sounds, word matching part 1, word building part1, story building part 1, word matching part 2, rhyming, word building part 2, story building part 2.)</p>
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	0	<p>Coach and Flea model each skill that is taught to the student. Teachers also have hundreds of online interactive teaching strategies which can be modeled for the student as well.</p>
Guided practice with feedback?	X	X	X	X	X	X	X	1	<p>Coach and Flea model each skill that is taught to the student. Teachers also have hundreds of online interactive teaching strategies which can be modeled for the student as well.</p>
Student practice and application?	X	X	X	X	X	X	X	1	<p>Coach and Flea provide the student with practice, warm up and learning clouds for each and every lesson. All of these modules allow student to practice and apply the skills they have learned. In addition additional application of skills is provided as students move through out the instructional sequence as they complete lesson sounds, word matching part 1, word building part1, story building part 1, word matching part 2, rhyming, word building part 2, story building part 2.</p>
Cumulative review?	X	X	X	X	X	X	X	0	<p>Students review the skills learned at the end of each lesson with a cumulative review provided as they build their final story which utilizes all of the skills learned. In addition at the end of each level of lessons a pool evaluation is provided.</p>
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	0	<p>The lessons are not computer-directed practice, they are direct instruction. The guided practice activities at the end of each lesson are for practice and are also provided as pages that can be printed and used. Additionally, the dashboard specifically lists students' progress and provides small-group (offline) traditional guided reading group activities for the teacher to use with</p>



									students needing additional reinforcement or enrichment. These activities are provided in the online interactive teachers' guide for each lesson.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	0	Smarty Ants Reading World lessons follow the same progression of learning letter sounds, building words, stories, and doing vocabulary development via word matching and developing phonemic awareness via rhyme time activities. Students complete each lesson by creating a story with the skills they've attained. Also see Smarty Ants Reading World Introduction in the Teachers Guide which highlights the five components used in Smarty Ants Reading World.
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	0	Scaffolding is a significant part of Smarty Ants Reading World – reviewers must be allowed to login and use the program to see this in action. The scaffolding provided includes: Coach providing instructions at the start of each lesson but he is accessible to repeat these instructions at any time the student needs him to, Flea can be accessed at any time the student wishes and shows the student how the activity is to be done; in additional practice, warm up, and learning cloud sequences all provide additional scaffolding to each and every lesson.
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	0	Please see scaffolded description above. Smarty Ants Reading World has a tremendous amount of scaffolding for each and every lesson. There is also whole group, small group and 1:1 scaffolding instructions for teachers to utilize from the interactive teachers guide.
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	0	Feedback is given by the program constantly and continually. Excellent motivators throughout each lesson are provided – in addition because the program auto sends those results to teachers – teachers can provide feedback as the student progresses through the lessons and as they provide explicit instruction. Why was this 0 points?
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	
23. Is instruction differentiated based	X	X	X	X	X	X	X	1	



on assessment?									
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X		Whole group, Small group and 1:1 is noted as the options a teacher chooses based on their student/classroom needs. Smarty Ants Reading World specifically identifies the importance of Coviewing – i.e. utilizing technology in a collaborative manner between teacher, student and technology.
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	0	Reviewers need to access the Smarty Ants Reading World Dashboard - There are three types of Dashboards with Smarty Ants Reading World. The teacher dashboards allow for flexible groups to be assigned based on student progress. Go to https://dashboard Login Go to Student Overview tab Select Make Groups – teacher then creates groups based on student progress
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	
TOTAL								17	

PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is phonological/phonemic awareness instruction explicit ?	X	X						1	
2. Is phonological/phonemic awareness instruction systematic ?	X	X						1	
3. Does phonological/phonemic awareness instruction include coordinated instructional	X	X						1	



sequences and routines?									
4. Is phonological/phonemic awareness instruction scaffolded ?	X	X						1	
5. Does phonological/phonemic awareness instruction include cumulative review ?	X	X						1	
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness?	X	X						1	
7. Is PA only a small portion of the daily lesson?	X	X						1	
8. Does each day's lesson focus on only one or two PA skills (as opposed to several)?	X	X						1	
9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X						1	
10. Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	X	X						1	
11. Does PA start with larger units (words and syllables) and progress to smaller units (phonemes)?	X	X						1	
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X						1	
PHONEMIC AWARENESS									
13. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X						1	
14. Does instruction include physical representations (e.g., clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?	X	X						1	
15. When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X						1	
16. Are there blending activities at the phoneme level?	X	X						1	
17. Are there segmenting activities at the phoneme level?	X	X						1	
18. Does instruction include phoneme manipulation in words (i.e., deletion, addition, and		X						1	



substitution)?									
19. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X						1	
20. Are the words used in PA activities found in subsequent word lists and text readings?	X	X						1	
21. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X						0	Did not see a pronunciation guide in materials given.
22. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X						1	
TOTAL								21	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	1	
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Does the program teach both consonants and vowels?	X	X						1	
8. Are short vowels taught before long vowels?	X	X						1	
9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					1	
10. Are high utility letter-sounds (e.g., /a/, /m/, /s/, /t/, /r/ found in short, one syllable CVC or CCVC words) introduced before low utility letter-sounds (e.g., /x/, /y/, /z/)?	X	X						1	
11. Are digraphs taught as single sounds (e.g., /sh/, /ch/, /th/, /ai/, /ea/)?		X	X					1	
12. Are individual sounds in a blend taught?		X	X					1	
13. Are letter-sound correspondences taught to	X	X						1	



mastery and reviewed cumulatively?									
14. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					1	
15. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					1	
16. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X						1	
17. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	0	Again, Reviewers will see this in the Smarty Ants Reading World program where each letter symbol to sound and sound to letter symbols is taught explicitly Go to https://play.smartyants.com Login Go to any lessons 3 and above to view this procedure
18. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	0	
19. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	
20. Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?	X	X						1	
21. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	0	Reviews of previously taught skills occur in each lesson as the lesson progresses and is also found as students are provided reward time. Reward time gives students the opportunity to access the songs and stories they've created from previously learned skills, purchasing items in the Smarty Ants Store-again using skills they have previously learned, playing the story quiz game show – which utilizes the skills they've previously learned, etc.



22. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	0	Fluency is provided both for students to be able to record and listen to the words, stories they've read and also is modeled by coach through out the program. Teachers provide fluency practice in the explicitly instruction they utilize with whole group, small group and 1:1 instructions.
23. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				1	
24. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	
25. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				0	SARW routinely utilizes high frequency words of both regular and irregular. These words are identified and explicitly taught to the student. Coach introduces irregular words as they arise and all words are then found on the word wall in the ant home reward room.
26. Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	X	X						0	SARW visually and auditorily identifies both regular and irregular high frequency words throughout the program. Coach introduces irregular words as they arise and all words are then found on the word wall in the ant home reward room.
27. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				0	SARW specifically identifies the irregular and regular words with instructions for what and how to use those words.
28. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				0	SARW introduces regular and irregular words at a level manageable to each student given the level they are at in the program.
29. Are irregular words pre-taught before students read connected texts?	X	X	X	X				0	Students are taught sight words and word lists prior to seeing words in connected text. Irregular and regular



									words are then taught within the context of connected text
30. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				0	No evidence of this given in the materials viewed.
31. Is there sufficient practice with individual letter-sounds before larger orthographic units are taught?		X	X					1	
32. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	0	Words are reviewed as often as is indicated by the student's performance and use of th word in the program
33. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	0	Think aloud is continually used within SARW as Coach and Flea provide this strategy constantly within each activity. Students initially are shown (visually/auditorily) the skill by Coach and can select flea whenever they want to see/hear it identified again
34. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	0	Students are taught strategies to read multisyllabic words with prefixes and suffixes in level 10.
35. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	0	Specific instruction is provided in the use of syllables *see enclosed scope and sequence, program and teacher's guides.
36. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	0	Not seen in the materials viewed.
37. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	0	No evidence of this found in the materials viewed.
38. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	0	No evidence of this found in the materials viewed.
39. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	0	Reviewers need to view the strategies of advanced phonics present in Smarty Ant Reading World Lessons. Go to https://play.smartyants.com LoginGo to example lesson 72, etc.)



40. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	The phonics skills practiced with the games are applied to the stories read online.
TOTAL								22	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	0	Actual fluency instruction is unclear in the materials given to review. It seems the fluency portion of the program consists of students reading along with the computer prompts, reading out loud to themselves, but it is vague as to if/when student would read TO or WITH a teacher. Teachers have students in the make groups read the letters, words, sentences and stories they have learned and created. As students work in SARW they hear short sentences/phrases spoken aloud. At the same time they see images with encapsulated words and phrases on the storybot or dogtop computer. These words and phrases float around the screen out of correct order so students can click on the words or phrases to put them in correct order. This chunking of phrases moves students from word calling to reading with a natural pace and rhythm.
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	0	SmartyAnts Reading World provides students with systematic instruction in fluency instruction. Students are continually hearing the directions to an activity then



									asked to repeat or state the word, sing the song which then leads into writing and reading a story they've written on from the letters, sounds, and words they've learned
3. Does fluency instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	0	SARW offers a comprehensive program through 69 lessons and 11 levels. The program teaches fluency continually throughout those lessons and levels in a coordinated and sequential manner
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	0	As students progress in SARW the fluency components are continually reinforced and build upon what they have learned in previous lessons. Through skill building activities students are offered multiple opportunities to work on fluency as they play the skill building games and create/read stories.
5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	0	Students are continually assessed throughout each activity they complete with cumulative results provided to the teacher in the teacher data dashboard. Students results place them in various components of the program; e.g. more practice, moving on, etc.
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	0	SmartyAnts Reading World diving pool assessment specifically identifies the students strengths and challenges.
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	0	SARW provides models and practice for automaticity, pacing, and prosody
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	0	SARW characters (coach, flea, etc.) continually model the components of fluency as well as highlights for teachers how to best instruct relative



									to fluency needs in the SARW Teacher's Guides
9. Are letter-sounds taught and practiced frequently to promote automaticity?	X	X						1	Letter - sounds are frequently taught throughout SARW *see enclosed program and teacher's guides.
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	0	The SARW program was developed to be an interactive program for students on the computer as well as for teacher's to be highly engaged with their students. The program and teacher's guides allow for multiple opportunities for teachers to provide feedback throughout each lesson. In addition teachers are provide reports from the teacher data dashboard which provides them with valuable feedback information they can utilize with their students.
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	0	Fluency instruction is apart of each day's lesson. *login to SARW program
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	0	Automaticity is a strong component of fluency and is an integral part of SARW's decoding strategy.
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	0	Irregular words are taught to be recognized automatically*login to SARW program
14. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	0	Multisyllabic words are routinely emphasized to insure an appropriate level of fluency is attained. *login to SARW program
15. Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X						0	SARW utilizes specific and scaffolded approaches in teaching students to read words in lists to words connected in text. As they progress to words connected in text they are writing their own stories which can be printed and become apart of their own personal library so



									they can be read over and over again. *login to SARW program
16. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	0	The strategies in SARW have a strong research basis to them. The teacher data dashboard provides analysis which includes time in program; where teachers can identify timed readings, as well as their accomplishments which relate to fluency.
17. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	0	Fluency practice is continually worked on in SARW; students do not need to attain a given level at reading words in lists to be working on various fluency skills. *login to SARW program
18. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	0	Fluency practice in SARW uses decodable text as well as irregular and regular words,*login to SARW program
19. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	0	SARW provides a variety of text structures for student to read aloud.*login to SARW program
20. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	0	Coach, flea and various aspects of SARW encourage the student to read aloud, sing, etc. throughout the program. Teacher's have activities they can do with students in read aloud form the Teacher's guides
21. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	0	SARW uses both phonics decodable text and authentic literature through commercially provided literature from Candelwick Press, the Houndsley and Catina series, and the Roop Science series. SARW provides multiple practice opportunities for each lesson the student is completing.



									*login to SARW program
22. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	0	See guided readiing levels for the various series in the program including candelwick press series, houndsley and catina and Roop Science series. Students also write stories and are provided a new story in each lesson they complete.
23. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	0	Teachers can view the teacher data dashboard to identify the results students are having with various text and text structures. *login to SARW program
24. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	0	No evidence of this found in the materials viewed.
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	0	Partner reading is provided in the lessons 70+ as students record their portion of a story then they read certain pages and their virtual friends ready give pages. *login to SARW program. See example of this in lesson 72
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	0	No evidence of this found in the materials viewed.
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	0	Teachers have the opportunity to measure reading fluency with the books the students create and read from as well as review the recordings of stories students read in the program.
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	0	No evidence of this found in the materials viewed.
TOTAL								1	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	1	Vocabulary instruction in SARW is explicit It



									significantly enhances a students' vocabulary, through skill building games and activities at each lesson and level. *see SARW program
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	0	In SARW when students master a word in the various activities (snowboarding, dog park races, treadmill, hoops, etc.) by identifying it correctly at least 3 times they receive an award. The word is added to the student's wall of mastered words in the reward room. Students can return to the reward room at any time and click on individual words on the wall to hear them segmented and pronounced. Students master their words by moving systematically from letter names-to sound spelling-blending sounds-to words. Then those words are identified meaningfully by use in their story.
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	0	SARW offers a comprehensive program through 69 lessons and 11 levels. The program teaches vocabulary development throughout those lessons and levels in a coordinated and sequential manner. *see SARW program and teacher's guides
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	0	SARW employs strategic vocabulary scaffolding as identified in the enclosed program and teacher's guides.
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	0	Students are continually assessed throughout each activity they complete with cumulative results provided to the teacher in the teacher data dashboard. Students results place them



									in various components of the program; e.g. more practice, moving on, etc.
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	0	SmartyAnts Reading World diving pool assessment specifically identifies the students strengths and challenges.
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	0	Emphasis is placed on reading and writing vocabulary through skill building games and story writing activities. Students are taught to build and read approx 1500 words
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	0	SARW provides both narrative and expository texts for students to experience through listening and reading. * see SARW program
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	0	SARW provides authentic literature read to students in the program and by the teacher. * see SARW program
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	0	As students create books using words they have learned they have multiple opportunities to be engaged with books at their independent reading level. These books are saved to their own private library collection too!
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	0	Teachers have the opportunity as well as do students within the program to deliver and receive vocabulary instruction before-during- and after reading.* login to SARW program
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	0	Each lesson provides students with a specific list of words they will learn



									explicitly.* login to SARW program
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	0	Students are taught high frequency words as well as useful words in a thoughtful, scope and sequenced manner. *login to SARW program
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	0	SARW introduces the vocabulary words
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	0	SARW addresses students in an age appropriate manner with fun and engaging characters like Coach and Flea
Clarifying the word with examples?	X	X	X	X	X	X	X	0	SARW provides auditory and visual examples with objects as appropriate with the vocabulary words being taught
Checking students' understanding?	X	X	X	X	X	X	X	0	SARW has continual progress monitoring for each student - providing instruction appropriate to the student's responses and needs.
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	0	SARW exposes students to words in a variety of skill building activities (snowboarding, dog park races, story quiz game show, treadmill, rock climbing, hoops, end zone, etc. In addition students are exposed to words in the reward zone, ant home, dance studio and more!).
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	0	Coach and Flea along with the student's teacher (from the teacher's guide) utilize everyday language as they explain to students the meaning of various words



Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	0	Previously taught words and activities are continually used to access student's background knowledge as new words and meanings are taught.
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	0	Student utilize new words they have learned in skill building activities, practice activities, writing stories, etc. Teachers can also provide whole group, small group and additional individual opportunities to students to use their new words.
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	0	As students learn skills in SARW they are able to keep what they have learned in their ant home. Students have a word wall with all of their words, DVDs with music videos they've created with their words, libraries with books they've created , etc.) * login to SARW program
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	0	SARW strategies are taught over time through a scaffolded scope and sequenced program.* login to SARW program
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	0	The meanings of prefixes and suffixes are taught in an applied manner with Coach and Flea. Students learn various prefixes and suffixes - connect them to words and place those words in stories
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	0	Word meaning is taught through a variety of strategies including in context, use of prefixes, suffixes and the base word.* login to SARW program
22. Are various aspects of word study included (either under vocabulary or word recognition)									



such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	0	Concepts of word meanings are taught with instruction from Coach and Flea as well as with various visual and auditory strategies within SARW * see SARW program
Multiple meanings?	X	X	X	X	X	X	X	0	Multiple meanings are by both the program and teacher (utilizing the teacher's guide)* login to SARW program
Synonyms?	X	X	X	X	X	X	X	0	
Antonyms?	X	X	X	X	X	X	X	0	
Homonyms?		X	X	X	X	X	X	0	
Figurative meanings?		X	X	X	X	X	X	0	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	0	
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	0	Students utilize various strategies to determine word meaning as appropriate to their preferred learning style. Explicit definitions and word meaning strategies but a student may also choose to employ the use of context to gain meaning as well.
TOTAL									2

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is comprehension instruction explicit ?	X	X	X	X	X	X	X	0	The story quiz game show is accessible to students after they complete a set number of skill building games on the activity board First students hear a story read aloud in the Story Quiz game show. While listening to the story student view the text and illustrations on each page to reinforce



									understanding. Then in the format of a television game show students are asked questions about the story. Metacognitive thinking strategies are modeled by the game show host. Students have additional opportunities in SARW for comprehension as well (e.g. word building, creating a story, skill building, etc.)
2. Is comprehension instruction systematic ?	X	X	X	X	X	X	X	0	SARW offers a comprehensive program with over 70 lessons and 12 levels. The program teaches comprehension development throughout those lessons and levels in a coordinated and sequential manner. *see SARW program and teacher's guide
3. Does comprehension instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	0	SARW offers a comprehensive program through 69 lessons and 11 levels. The program teaches comprehension development throughout those lessons and levels in a coordinated and sequential manner. *see SARW program and teacher's guides
4. Is comprehension instruction scaffolded ?	X	X	X	X	X	X	X	0	SARW employs comprehension scaffolding as identified in the enclosed program and teacher's guides
5. Does comprehension instruction include cumulative review ?	X	X	X	X	X	X	X	0	Students are continually assessed throughout each activity they complete with cumulative results provided to the teacher in the teacher data dashboard. Students results place them in various components of the program; e.g. more practice, moving on, etc.
6. Are assessments included to measure and monitor progress in comprehension ?	X	X	X	X	X	X	X	0	SmartyAnts Reading World diving pool assessment specifically identifies the



									students strengths and challenges.
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	0	Metacognitive thinking strategies are modeled by the game show host. Students have additional opportunities in SARW for comprehension as well (e.g. word building, creating a story, skill building,etc.)
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	0	Students are frequently exposed to strategies in a routine and predictable manner so they have the opportunities to see them multiple times. *see SARW program
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	0	Students are continually asked to use previously learned skills and apply previously learned strategies in SARW *see SARW program
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	0	Students apply those strategies with text they have created as well as text provided within the program appropriate to their current level.*see SARW program
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	0	Students apply those strategies with text they have created as well as text provided within the program appropriate to their current level.*see SARW program
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	0	SARW employs the use of a variety of coordinated strategies which students take the opportunity to choose based on preferred learning style all within the context of a strong scope and sequence to skill development
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	SARW suggests that the use of the program should be highly interactive on the



									computer and within the classroom on whole group or small group The SARW teacher's guides identify the specific manner in which to accomplish this. *see SARW program
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	0	SARW provides passage lengths appropriate to the student's skill level. *see SARW program
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	0	SARW instruction identifies the beginning middle and end as the student is working through skill building by various methods. *see SARW program
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	0	Coach and Flea model using think alouds and teachers are provided strategies within the teacher's guides for a variety of these type strategies as well. *see SARW program
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	0	Whole group and small group questions are provided within each lesson. In addition students will hear questions modeled in the program. *see SARW program
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	0	SARW provides a variety of text structures including fiction and non fiction for students to listen to.*login to SARW program
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	0	Narrative and expository text structures are presented and taught to students.*login to SARW program
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	0	SARW provides a variety of text structures for students to read.*login to SARW program
21. Is there a variety of narrative and expository books at the appropriate readability level for		X	X	X	X	X	X	0	SARW provides books at an appropriate level to



student practice?									students reading level; in addition students create stories with words they have learned. *see SARW program
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	0	SARW utilizes previously taught and learned words and concepts with students throughout the program. * see SARW program
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	0	Teachers have the opportunity as well as do students within the program to deliver and receive vocabulary instruction before-during-and after reading.* see SARW program
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	0	Students are taught main idea using pictures/illustrations to the concepts they are learning. *see SARW program
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	0	SARW moves in a scope and sequenced manner - as students learn various reading skills they are moved on to more complex skills. *see SARW program
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	0	SARW stories highlight a variety of characters, settings, events, etc in the stories students write as well as the authentic literature used in the program
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	0	Stories are shared as the approval of the student; where discussions occur on story components. Story grammar is corrected with the student as the story is developed within the program - where explicit instruction is being provided on what is correct grammar and what s not. *see SARW program
28. Is story grammar introduced systematically,	X	X	X	X	X	X	X	0	Story grammar does



beginning with simple text that gradually becomes more complex?									progress from simple to more complex / the SARW scope and sequence of skills, etc. *see SARW program
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	0	Teachers are provided graphic organizers in the teacher's guides. *see SARW program
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	0	SARW provides the conventions of story headings/titles, author, etc. as appropriate to the student's current level
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	0	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	0	SARW provides for literal comprehension in the Story Quiz Game SHow and other skill building activities. *see SARW program
Retelling?	X	X	X	X	X	X	X	0	Students have the opportunity to retell stories they've written. Teacher's can provide opportunities to students to retell stories and skills they are working on or have learned in whole and small group. *see SARW program
Main idea?	X	X	X	X	X	X	X	0	SARW's stories/text identify the main idea and works on these skills with students.
Summarization?	X	X	X	X	X	X	X	0	SARW's stories/text are summarized and worked on with students.
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	0	SARW provides a program where students can move at their own pace
TOTAL									1



STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	1	
2. Are instructional strategies using the Common Core State Standards embedded within and apparent throughout the program?	X	X	X	X	X	X	X	0	Smarty Ants Reading World Provided complete alignments to Common Core and State Standards
TOTAL								1	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Does the program direct the teacher in ways to increase student motivation such as:									
2. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	Reading is made highly relevant for students as they are engaged in reading activities which allow them to make choices of how to learn as well as provide them with multiple types of reinforcers. Students choose from snowboarding, dog races, rock climbing, basketball, four square, etc.
3. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	0	Because students are assessed and begin where their ability level is they move forward in a reasonable and appropriate manner. SARW sets goals to achieve each lesson and level at an appropriate pace to their learning temperament.
4. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	0	SARW provides comprehensive instruction



									on PA, Phonics, Vocabulary, Fluency and Comprehension through a variety of skill building activities: snowboarding, rock climbing, dog park races, hoops, end zone, game shows, fetch, four square, story bot, swimming, dancing, etc. Evidence found of decodable texts, worksheets, and some authentic lit. read aloud to students on computer, but not a variety.
5. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	0	Students have the opportunity to share the stories they've created, discuss the skills they've learned on various levels. Students identify the rewards they've attained by winning smarty coins and buying items of their choice, too. Each student is at his/her own computer.
TOTAL								1	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	
2. Does the program provide teacher guidance in using assessment results to differentiate	X	X	X	X	X	X	X	0	The teacher data dashboard provides results and highlights the



instruction?										use of the results based on student needs.
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	X	1	
TOTAL									2	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	0	SARW provides explicit instruction on each of the 5 reading components because students move at their own pace teachers have the opportunity to learn the new concepts appropriate to each student or student group. These concepts and skills are also provided in the teacher's guides for preparation.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	0	Teachers are fully trained in the use of SARW from setup-assesment-lesson implementation- practice and completion.
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, high ability, English learners, special education, coaches, and principals)?	X	X	X	X	X	X	X	0	SARW PD is customized to meet the needs of staff based on student populations they are working with, their level of experience, as well as the needs of the district in terms of allotted time, location, and resources.
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	0	Fidelity of Implementation checklists and train the trainer models are provided based on district requests. Hundreds of teaching videos demonstrating skills are provided in the program. In addition pre-recorded topic specific webinars are provided on a members only site for educators and administrators to access 24/7.
TOTAL								1	

